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Cultural Voices Reflected in New K to 8 Social Studies Framework

A Message from the Minister

I am pleased to announce the release of the new *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*. The Manitoba K to 8 Framework was distributed to schools this past March and reflects the voices of the many cultural groups that were part of its creation.

The first stage of the development of the new Framework was the creation of the *Western and Northern Canadian Protocol (WNCP) Common Curriculum Framework for Social Studies Kindergarten to Grade 9*, developed through the co-operative efforts of teams in Manitoba, Northwest Territories, Nunavut, Saskatchewan, and Yukon Territory. It was at the WNCP that the vision for a truly culturally inclusive project had its genesis. Aboriginal, Anglophone, and Francophone representatives met as full and equal partners to create a Kindergarten to Grade 9 framework of social studies learning outcomes.

The second stage of the process was to adapt the WNCP Framework for use in Manitoba. During both of these stages of development, Manitoba Education and Youth was guided by more than 60 educators and stakeholders, including Aboriginal, Anglophone, and Francophone representatives, as well as representatives from German, Ukrainian, Japanese, Jewish, Islamic, and other cultural groups.

At key points in the development process Manitoba Education and Youth held public consultations with educators around the province to solicit their feedback on the developing work.

In addition to reflecting diverse perspectives, the social studies Framework places **citizenship** as its **core concept**. The Framework identifies the skills, knowledge, and values that students need to be active democratic citizens. The Framework recognizes that the concept of citizenship within a Canadian context is not easily defined, and that students need to engage in the debate about citizenship.

The Framework also identifies six general learning outcomes: **Identity, Culture and Community; The Land: Places and People; Historical Connections; Global Interdependence; Power and Authority;** and **Economics and Resources**. Specific learning outcomes related to each of the six general learning outcomes are included at each grade, and serve to provide a balanced and well-rounded approach to the topics and content identified at each grade.

I trust that as Manitoba social studies teachers begin to work with the new social studies curriculum, they will cultivate in their classrooms the wonderful spirit of diversity and inclusion reflected in the K to 8 Framework.

Honourable Ron Lemieux
Minister of Education and Youth

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What's Happening With...

Progress on the Manitoba K-S4 Agenda for Student Success

The Manitoba K-S4 Agenda for Student Success is organized around six priorities. Over the next few issues, we will consider each priority in some detail while continuing to highlight general progress.

Priority one: "Improving outcomes especially for less successful learners."

While it is important to work toward improved outcomes for all learners, the Agenda particularly focuses on those who are less successful. From this perspective, there were several accomplishments during the past year. A major one was the Department's publication of its first annual report on student outcomes.

Aboriginal education is a focus. Department consultants are developing examples for incorporating Aboriginal perspectives into classrooms. Sharing and information sessions that relate to the Aboriginal Academic Achievement Grant were held across the province in April. Aboriginal languages curriculum is currently under development, as well as an S4 Aboriginal topics course.

During the past year a renewed focus on early numeracy was identified as key for success in later years math. To initiate the discussion, three one-day best practice sessions were held for school divisions. Presenters from Australia, England, and British Columbia demonstrated their numeracy intervention activities for the early grades. This sparked great interest in schools and has resulted in numerous in-services and planning meetings provided by Department consultants. In addition, in January 2003 Minister Ron Lemieux's school funding announcement included a new initiative, the Early Years Numeracy Grant. The grant is intended to assist school divisions/districts in implementing early intervention strategies that improve the mathematical skills, knowledge, and attitudes of students in Kindergarten to Grade 4. Currently the Department is undertaking a research project entitled Intervention in Math which will be field tested in the Fall. The program is aimed at identifying students who aren't succeeding in math, using an appropriate assessment tool, and identifying the intervention strategy required to meet the numeracy needs of the students.

Progress on recommendations from the Manitoba Special Education Review included

- implementing a funding and planning pilot project with seven school divisions
- researching accountability practices for individual education plans
- developing a framework to address personal care training issues
- developing and updating a policy manual
- participating in ensuring interagency collaboration.

In addition, Ron Lemieux, Minister of Education and Youth, recently revisited a commitment to legislating appropriate educational programming for all students.

Finally, the priority includes actions related to other areas of student diversity. For example, a consultation on English as a Second Language programming is in progress and a document entitled *Honour and Dignity: In Action (Not in Education) Equity* is being developed. So, Priority 1 has been and will continue to be a hotbed of activity as the Department pursues improved student outcomes.

Other Highlights

To enhance understanding of the provincial curriculum, the Department has published print and online materials that describe what students are learning. In March the Senior Years (S1-S4) parent kit titled *Understanding Your Child's Learning* was added to the previous package of Kindergarten to Grade 8 materials.

Schools are required to report to the Department on their plans and priorities for the school year. Department staff reviewed over 700 school plans for 2002-03. Most schools will be reporting to their communities on the results of their plans this year and all schools will be expected to report next year. Preparations are underway for improving the school planning process during the 2003-04 school year and beginning a focus on divisional planning.

A revamped Six Essentials Skills Portfolio is in development with a Fall release targeted.

To increase the use of evidence in decision making, recently links have been established with K-S4 Agenda schools. A steering committee that includes the deans of the province's four faculties of education is helping to improve research liaisons and focus the Department's work. Plans are underway for several strategies to improve access to information about effective practices and research.

For more information about the K-S4 Agenda, visit http://www.edu.gov.mb.ca/ks4/agenda/>.

Take Our Kids to Work™ Program

During *Canada Career Week*, which was held November 4–9, 2002, Senior 1 students from across Canada were invited to spend a day at a workplace of a parent, a close relative, an adult friend, or a volunteer host. In co-operation with The Learning Partnership of Toronto, Manitoba Education and Youth give all Manitoba Senior 1 students the opportunity to participate in the *Take Our Kids to Work™* program. As a result, 144 schools and 12,015 students participated in this initiative on Wednesday, November 6, 2002.

The Learning Partnership is an organization whose goal is to create partnerships among educators, business people, and communities. In 1994, The Learning Partnership launched the *Take Our Kids to Work™* program to enable Senior 1 students to make the connection between school, the workplace, and their future. Since then, over 1.3 million students have participated in the program, which has involved parents, relatives, friends, teachers, and representatives of the workplace throughout Canada.

Take Our Kids to Work™ has three main objectives:

- to offer students a view of the work world and to give them an understanding of its demands and opportunities
- to allow students to see parents or volunteer hosts in different roles and responsibilities and to understand what they do to support a family
- to emphasize that education goes beyond the classroom and that the preparation of younger generations for the future is a community responsibility.

Senior 1 students are chosen for a number of reasons. School programs at this level include courses that provide career information and it is therefore an appropriate time for students to observe the practical side of what they learn at school. Senior 1 students are also called upon to make course choices that can have a major impact on their future. By experiencing the working world, they will be in a better position to make informed decisions about what direction their studies should take.

In addition to raising the awareness of young people with respect to the workplace, every year the *Take Our Kids to Work™* program focuses on a particular theme. In 2002, specialized trades and emerging occupations and jobs in these areas were showcased. Over the next two decades, specialized trades and emerging occupations will account for 40 per cent of new jobs. As there is currently a shortage of workers, the demand in specialized trades is growing at an amazing rate.

For the 2003–04 school year, the *Take Our Kids to Work™* program will be held on Wednesday, November 5, 2003. Resource kits for organizing the event will be sent to schools this fall.

For additional information, contact Gilbert Michaud at (204) 945-6927 toll free 1-800-282-8069 ext. 6927, or by e-mail at gmichaud@gov.mb.ca, or contact Tom Penn at (204) 945-7074 toll free 1-800-282-8069 ext. 7074, or by e-mail at tpenn@gov.mb.ca.

Students are "In Motion" with a New Learning Resource

Young Manitobans are constantly in motion, and some aspects of their active lives involve being an occupant or operator of a motor vehicle. Is there some good science to be explored when we look more closely at movement? Would a better understanding of the physics of moving objects improve the safety record of young motorists? These are just two of the questions that are explored by Senior 2 students throughout Manitoba who are working with a recently released learning resource developed for the new Science 20F course.

In Motion: A Learning Resource for Students grew out of a partnership agreement between Manitoba Public Insurance and Manitoba Education and Youth that views increased physics literacy and personal responsibility related to road safety as being complementary. The initial idea for the development of the module, however, came from Don Metz, Assistant Professor in the Education Program at the University of Winnipeg, who saw the potential of linking physics to road safety.

In Motion begins with students investigating a traffic incident and the puzzle of how it came to happen is not solved until all of the science is accomplished in the module activities. The physics concepts range from analyzing position, velocity, and acceleration relationships to Newton's Laws and the concept of inertia. The sections on Forces and Motion, Momentum and Energy, Braking, and Driving Responsibly apply many of the earlier developed fundamentals to real-life applications. These include relevant lessons such as seat belts and air bags, how changing road surface conditions affect stopping distance, and case studies related to responsible driving situations.

By the end of *In Motion*, students are able to unravel the details of the collision scenarios and report their findings to their peers—all in the context of good science and sound safety practices.

Curriculum Development and Implementation Update

During the 2003-04 school year, several projects are underway to develop new curricula for the K-S4 English Program.

Subject Area	Grade	Curriculum Document/Status
Physical Education/ Health Education	S1–S2	Foundation for Implementation (Fall 2003 release)
Social Studies	K–4	Foundation for Implementation (Winter 2004 release for voluntary implementation in 2004-05)
	5–8	Foundation for Implementation (development to begin Fall 2003)
	12	Foundation for Implementation (Winter 2004 release for voluntary implementation in 2004-05)
Science	K	Kindergarten Curriculum for English-language Programs: Implementation for differentiating an inquiry environment, aligned with the Atlantic student resource kit (August 2003 release)
	S3–S4	Physics 521 Foundation for Implementation (Summer 2003 distribution and project base) Physics 534 Foundation: under development
	S3	Content Connects for Students K-9: Framework supporting development (field validation in 2003-04)
	S4	Integrated Science 416 (August development)
	S3–S4	Biology 430 and 441 Foundation for Implementation: continuous development
Mathematics	S4	Consumer Mathematics 441 Foundation for Implementation (online and transmitted; Math 12 to be hosted on Prestige + learning customer)
Computer Science	S3–S4	Online course 1 (summer/Fall 2003; Fall 2003 for in-class implementation in 2003-04)
Technology Education	S3–S4	Business and Computer Applications development
	S3–S4	Family Studies 10 course for province development
International Languages (Western Canadian Protocol projects)	K–S4	Education Language Arts Standards for Immersion and Core French development
	K–S4	Common Language Arts Framework for Core French (released April 2003)
	7–S4 S1–S4	Student Portfolio Guidelines development (Fall 2003 release)
Aboriginal Languages	K–S4	Language Arts Standards and Framework for Aboriginal Languages (pilot in 2003-04)
The Arts	K–9	TBA
Psychology	S4	Psychology 630 course (Fall 2003 release)

This chart summarizes the schedule for implementation of curricula for compulsory subject areas (English Programs) in 2003-04.

Curriculum	Grade	Status of Implementation–Compulsory Subject Areas
English Language Arts	K–S4	Province-wide implementation (1996–2003 curricula)
Mathematics	K–S4	Province-wide implementation (1996–2003 curricula)
Science	K–S2	Province-wide implementation (1996–2002 curricula)
Physical Education/Health Education	K–4	Province-wide implementation (new integrated curriculum)
	5–8	Voluntary implementation—year 2 (new integrated curriculum)
	S1–S2	Voluntary implementation—year 1 (new integrated curriculum)
Social Studies	K–S3	Continue use of existing curricula
The Arts (Music and Visual Art)	K–9	Continue use of existing curricula

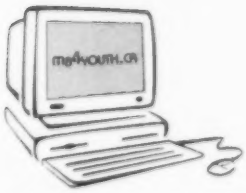
For a listing of compulsory curricula for 2003-04 and stock numbers for ordering from the Materials Text Book Division, refer to: <www.edu.gov.nb.ca/k-s4/cur/>. School Programs Division will provide support for curriculum implementation and related professional learning during 2003-04. Information about regional workshops will be posted at Year at a Glance (YAG) online Search and Registration System: <http://www2.edu.gov.nb.ca/yag/>.

MB4Youth Division

On September 25, 2002, the Departments of Advanced Education and Education, Training and Youth were realigned to become, respectively, the Department of Advanced Education and Training and the Department of Education and Youth. Minister Ron Lemieux was named Minister for the Department of Education and Youth.

Minister Lemieux had a vision for expanding the scope and mandate of the "youth" section of his ministry. In February 2003, he reorganized within the Department to create the MB4Youth Division. MB4Youth is responsible for delivering the youth employment and training programs formerly delivered by the Youth Programs Branch, and is also responsible for a variety of youth leadership initiatives and career development activities.

You may be familiar with programs like Green Teams, CareerTrends, STEP Services, Manitoba Youth Job Centres, Youth SCOR, Partners for Careers, etc. (for a full inventory of Manitoba's youth employment programs, visit <http://www2.edu.gov.mb.ca/youth/inventory.pdf>). MB4Youth continues to deliver its full slate of youth employment and training programs and has undertaken a variety of new activities. For example, we hosted several "Town Halls" with Ministers this year, including successful events in Thompson and Winnipeg and a round-table in Brandon. We also partnered with the federal government and other agencies to support youth leadership conferences such as "Communities in Motion: A Youth and Community Leadership Conference."



MB4Youth is responsible for the maintenance and development of the MB4Youth.ca website. MB4Youth.ca serves mainly as a portal to other youth sites, but one of its most important features is a searchable database of the 220 youth programs currently offered by the provincial government. We encourage you to visit MB4Youth.ca to find out what the province has to offer young people.

We are very excited about a pilot project we launched in September, Youth Transitions—From Work to Post-Secondary Education. This project provides Senior 4 graduates who don't have the financial means to proceed directly to post-secondary education with a year's employment within the provincial government. Upon successful completion of their work terms, participants receive a $3,000 bursary. This year, 58 students throughout Manitoba are participating in the program. All are expected to successfully complete their work terms and many have applied to post-secondary institutions.

The plans for next year are also quite exciting. By September 2003, we will have a Minister's Youth Advisory Council in place. Up to 15 youth from across Manitoba, representative of Manitoba's broad cultural diversity, will meet on a committee with Minister Lemieux to provide advice and feedback on matters of importance to Manitoba's young people. MB4Youth is also responsible for co-chairing the government-wide ADM Committee on Youth and coordinating the communication of the array of youth programs the government offers.

We are especially looking forward to sharing the resources of staff in the School Programs Division and the Bureau de l'éducation française in the area of youth career development. "Shared staff" will continue to roll out and expand upon such initiatives as Blueprint for Life/Work Designs, the Real Game Series, Career Development online, career development programs, and Manitoba Prospects. And, of course, we'll continue to develop our long-standing relationship with the Aboriginal Education Directorate to expand our programming for Aboriginal youth.

Staff in the MB4Youth Division look forward to our new role in the Department of Education and Youth. We have been warmly welcomed by our education colleagues and we are enthusiastic about future opportunities to work together.

English Language Arts Update

Senior 4 English Language Arts Provincial Curriculum Framework of Outcomes and Senior 4 Standards 2003, which includes Section 3, 5, and 6 (which contain references as well as Senior 4 requirements), is available on Manitoba ELA website at <http://www.ubcpages.ubc.ca/~ela/ela.php>. The online document differs from the print document as Manitoba Education and Youth has strengthened the role of local flexibility and text choices locally. References to these are included as background information, descriptions of Senior 3 and Senior 4 Focus curricular introductions to General Learning Outcomes, and text types linked to specific student learning outcomes. Senior 3, Senior 4 and Senior 4 English Language Arts: Provincial Curriculum Framework of Outcomes will shortly be posted.

Large-Scale and International Assessments in Manitoba

Students in Manitoba participate in a wide variety of assessments for various purposes. Classroom-based assessments and provincial assessments are curriculum-based, meaning they provide information regarding student achievement relative to curricular learning outcomes. Provincial assessments also provide examples of curriculum-congruent assessments, samples of work that assist in clarifying standards for student achievement, and student achievement data (electronic and paper-based) to schools and school divisions.

Manitoba also participates in national and international assessments, namely PISA (Programme for International Student Assessment) and SAIP (School Achievement Indicators Program). Such assessments provide information about our students' achievement relative to other provinces and countries in the areas of reading and writing, science, and mathematics.

SAIP

Quoting from the website <http://www.cmec.ca/saip/index.stm>, the Canadian SAIP assessments are designed to "give each minister of education a basis for examining the curriculum and other aspects of the school system." The assessments are developed to reflect typical curricular learning outcomes across Canada. The assessments are administered to samples of schools and students (13-year-olds and 16-year-olds) in Canada, cycling through mathematics, reading, writing, and science.

There have been three mathematics assessments (1993, 1997, and 2001), but due to changes following 1993, only the 1997 and 2001 results for Manitoba students are presented here. For 1997 and 2001, 13-year-old English program students performed below the Canadian average, while the 16-year-olds improved from being just below to being at the Canadian average in 2001. For French and French Immersion students (they were combined in reporting), results were mixed for 13-year-olds but always near the Canadian average, while 16-year-olds showed improvement from 1997 to 2001, moving from at the Canadian average to above average.

Reading and writing were assessed in 1994 and 1999. Students in the English and French Immersion programs participated in English, and Francais program students participated in French. In English, Manitoba 13- and 16-year-olds performed at or slightly below the Canadian average in reading in both years. In writing, Manitoba 13-year-olds performed just below the Canadian average in French and at the average in English. For 16-year-olds, students performed at or just above the Canadian average on writing in English, while results in French were below average both years.

Finally, science assessments were administered in 1996 and 1999. Manitoba 13-year-old English program students performed at the national average, while Francais and French Immersion students (combined) performed slightly below the average both years. For 16-year-olds, Manitoba students performed at or slightly above the Canadian average in both years.

The public reports <http://www.cmec.ca/saip/index.stm> provide detailed information on results as well as summaries of the contextual information gathered through the surveys.

PISA

Quoting from the website <http://www.pisa.oecd.org>, PISA "assesses how far students near the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in society." As such, it is less curriculum-based and more real-world focused, but retains similar attention to SAIP, namely reading and mathematical and scientific literacy. It is administered to samples of 15-year-old students along with surveys which are part of a Canadian project called Youth in Transition (YITS).

PISA was administered internationally in 2000 with the next administration scheduled for this spring (2003). The assessment was reading in 2000, with smaller numbers of questions in the other two areas. Approximately 30,000 students in Canada participated, including 2,899 Manitoba 15-year-olds. A total of 31 countries participated and over-sampling was carried out in a number of Canadian provinces, including Manitoba, so that provincial results could be presented.

In reading, English and French Immersion program students were compared to English, Francais program students in French Canada. 15-year-olds were scored only on Finland scoring scale. The highest scoring jurisdictions were Alberta, while Manitoba results were similar to that for Canada, scoring far above average, and tied with a number of other nations: New Zealand, Ireland, United Kingdom, and others, and provinces (British Columbia, Ontario, Quebec, Saskatchewan, and Nova Scotia).

In mathematics and science, similar topics in 2000. Manitoba students were on par with the Canadian average, and behind Japan and Korea among nations. Alberta and Quebec performed strongly, trailing the top-performing nations of Korea and Japan.

Taken together, PISA/YITS is only an international research effort providing information to educational stakeholders that helps to inform educational program evaluations and policy. An in-depth Canadian report is available online at <http://www.cmec.ca/pisa/2000/index.stm>.

What Can DLITU Do for You?

The Distance Learning and Information Technologies Unit (DLITU) of the Program Development Branch offers a number of products and services to support Kindergarten to Senior 4 teachers and administrators in Manitoba. DLITU staff are available to meet with school personnel to discuss what "we can do for you" in areas of technology integration and/or distance learning. To arrange for a consultation, interested educators and administrators are encouraged to contact DLITU by email at dlitu@gov.mb.ca or by telephone at (204) 945-0256.

DLITU has produced a CD-ROM entitled *What can DLITU do for you?* which includes over 1500 files explaining in detail the technology integration and distance learning supports and services available from the Unit. It can be navigated in a variety of ways, including by area of interest and by grade level (Early, Middle, and Senior Years). There is also a category for administrators and one called "professional tools." An important part of the CD-ROM is the feedback section that links educators directly with DLITU staff. Through your feedback we will learn how we can better meet your needs.

By viewing the CD-ROM, educators can learn about:

- integrating technology into curriculum
- distance learning (online, print-based, and teleconferenced)
- working with DLITU personnel to produce curriculum-component videos
- online professional learning
- funding available through the Grassroots program for schools to obtain technology
- services and rich and current information of interest to the Manitoba educational community
- self-contained print-based courses for student independent study or teacher reference
- online teacher-assisted courses for small groups of students in Senior 1 to Senior 4
- upcoming Computer Science 20S, 30S, and 40S framework of outcomes
- software to assist in the teaching and learning of mathematics from Grade 7 to Senior 2
- information technology integration management for administrators

Transition Year Program: Children of the Earth High School

Some high school and mature students find the transition to full time study in an urban post-secondary institution difficult. In order to address this concern, the Transition Year Program (TYP) at Children of the Earth High School was conceived in 2000. Specifically designed to address the academic and cultural barriers that Aboriginal students face in making the transition from studies in secondary to post-secondary institutions, TYP helps students build the academic and personal skills needed for success in post-secondary studies. In its current form, TYP is a joint initiative between Winnipeg School Division and the University of Winnipeg, with funding provided by the Government of Manitoba and Manitoba Lotteries.

As a cohort-based, on-site delivery program, TYP offers students the opportunity to acquire 24 credit hours of first-year programming with an additional six credit hours offered on campus at the University of Winnipeg during the spring session. Professors deliver their course offerings at Children of the Earth High School, which provides a self-contained classroom, complete with instructional materials and a computer mini-lab with six web-enabled workstations, along with the cultural and spiritual programming offered to all students at Children of the Earth. In preparation for their eventual incorporation into the university, students are encouraged to take the short walk to the U of W campus to utilize the campus library and lab facilities to work on assignments during the regular session.

Students at TYP become familiar with the opportunities of being successful in university while establishing caring, supportive relationships with cohort and professors. These experiences and relationships enable TYP students to enter their successive years of study on campus with an increased confidence in their abilities to succeed.

Articulation between the School and the College: Giving Students a Head Start

By John Peters

As a result of years of planning and effort, students in the Industrial Design program at Steinbach Regional Secondary School will have a head start when they enroll in the Civil/CAD Technology program at Red River College. An agreement has been reached with the college to develop an articulation process that will allow credit transfers between the Industrial Design program at the school and the Civil/CAD program at Red River College.

> Students...will have a head start in the Civil/CAD Technology program...

Doug Linton teaches in the school's drafting program and is one of the chief proponents of the articulation process. He recently outlined some of its goals: to enhance for students the transition from the secondary level to the college level and employment, to cooperatively develop "vocational practicum" course outlines that support joint programming in appropriate areas, to address shared concerns for student retention in their first year of studies at the post-secondary level, to explore potential sharing of facilities, and to promote opportunities for joint staff development.

The standards required to enter the program are demanding. To be eligible, a student must achieve an average of 75% or higher in the Industrial Design program at Steinbach Regional Secondary School and register in the Civil/CAD program at Red River College within one year of program completion. The student may receive advanced credit standing in Technical Drafting, Computer Applications, Algebra/Trigonometry, Chemistry, and Technical Communications, providing they have achieved a grade of 75% or higher in Pre-Calculus Mathematics, Chemistry 40S, and Communications 40S at Steinbach Regional Secondary School.

Advanced credit in these courses would allow students direct access to the Civil/CAD program without having to complete the first six months of the program at Red River College. Students would also be eligible for access to the Civil/C...D Technology Co-op Work Term Placement Services. Upon the recommendation of the Vocational Education instructor, students could apply for an entrance award of up to $500 to be applied toward tuition fees in the Civil/CAD program.

A number of positive outcomes can be anticipated with this articulation agreement. It provides a powerful incentive for a student to do well in secondary studies, it encourages and reinforces good working relationships and cooperation between the secondary school and college, it enables some of the brightest of the school population to get a head start in a meaningful college education with a reduction in tuition costs, and it may encourage students to remain in the province to study and work.

Hanover School Division is enthusiastically supportive of the articulation process and hopes to expand such opportunities for students in the future.

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The newsletter includes articles from the education community and from Manitoba Education and Youth. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at <www.edu.gov.mb.ca/k12/newsletter/newsletter.html>.

A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact information:

We invite contributions to Education Manitoba. When forwarding submissions, please include your name and [illegible] number, and send materials in print and electronic formats to:

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We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

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